

Hampton Township SD

Special Education Plan Report

07/01/2013 - 06/30/2016

District Profile

Demographics

4591 School Dr
Allison Park, PA 15101
(412) 492-6302
Superintendent: John Hoover

Planning Committee

Name	Role
Don Antczak	Elementary School Teacher - Regular Education
Devon Byrne	Secondary School Teacher - Regular Education
Anna DeForest	Elementary School Teacher - Special Education
Amy DeGregorio	Parent
Paul Dudenas	Business Representative
Melissa Evans	Student Services Director/Specialist
Andrew Halter	Ed Specialist - Instructional Technology
Deirdre Hedges	Community Representative
Laurie Heinricher	Student Curriculum Director/Specialist
Mary Alice Hennessey	Board Member
Wendi Hunter	Enrichment Facilitator
Leslie Kozler	Parent
Pam Lamagna	Community Representative
Marlynn Lux	Administrator
John Madia	Business Representative
Monique Mawhinney	Student Services Director/Specialist
Ed McKaveney	Instructional Technology Director/Specialist
Mike Mooney	Administrator
Jamie Pillar	Secondary School Teacher - Regular Education
Erin Prosser	Instructional Coach/Mentor Librarian
Marguerite Sciulli	Administrator
Karen Vachon-Thaner	Secondary School Teacher - Regular Education
Jo Welter	Administrator

Core Foundations

Special Education

Special Education Students

Total students identified: 262

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Hampton School District utilizes the Discrepancy Model, or a process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A linear regression approach, examining the standard error of estimates, is utilized to determine if a statistically significant difference exists between the measured cognitive ability and performance on norm-referenced assessments of academic achievement. Additionally, the inclusionary and exclusionary criteria set forth by the Department of Education are examined in the determination of the existence of a specific learning disability.

Although the Discrepancy Model is currently utilized in the determination of a specific learning disability, the district has embraced the Response to Instruction & Intervention (RtII) model for grades K-8 as a means of supporting struggling learners in a three tiered model. In addition to a research-based standards aligned curriculum, benchmark assessments are administered in both reading and math three times yearly at the elementary level. These data, along with local and state assessments, are utilized to make decisions about tiered interventions at the strategic level (three times weekly), or intensive level (four times weekly) outside of the core curriculum. Student progress is monitored regularly as prescribed by their level of support. Additionally, the elementary buildings and middle school holds grade level data meetings on a monthly basis with the core team (reading support, math support, instructional support and academic support teachers) to review data as well as student progress. The district is committed to refining the RtII process and will seek to use professional development to support high quality instruction as well as implementing interventions with fidelity.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The enrollment is not significantly disproportionate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Currently the district does not have any non-resident students; however, upon notification that a nonresident student would be attending one of the schools within the district, the appropriate actions would be taken to assure the student received the appropriate special education services and education in the least restrictive environment. The district would seek assistance from the Allegheny Intermediate Unit, if necessary, in order to assure a smooth transition was made and a Free Appropriate Public Education (FAPE) was afforded to the child with a disability. The district would work collaboratively with any agencies involved as well.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Upon notification that a district student has been incarcerated and may be eligible for special education, the district will contract appropriate services through the Allegheny Intermediate Unit or the host school district that provides the educational services to the students that have been incarcerated in facilities located within their attendance area.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled

children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

#1.

The District makes every attempt to include students with disabilities in the regular education classroom with supplementary aids and services. All special education teachers in the district have earned "highly qualified" status.

Co-teaching has been implemented across all grade levels in the district. This is a concept in which the special education teacher pushes into the regular education class. Both the academic subject teacher and special education teacher work together to provide instruction in the regular education classroom to all students. The district has secured a consulting firm to provide on-site professional development to all faculty K-12 involved in co-teaching. The consulting firm conducts on site visits each year and works directly with co-teachers and administrators at the elementary, middle and high school levels. The district has secured this firm's services for the past four years in order to provide the faculty ongoing professional development.

Currently, the high school provides Inclusion for all students with IEPs in the regular education setting. Many of the classes are designed as co-taught classes in order to ensure maximum integration in the regular education classroom for our students with disabilities. The learning support teachers at the high school provide additional instruction in order to address skills deficits, along with providing back-up support on a pull-out basis (during a student's study hall) to provide extra support with students' academic work. This happens when they are not sharing instruction in the co-taught classes. The emotional support teacher co-teaches in several classes and also provides direct instruction for those students who need one-one or small group instruction. The emotional support teacher also provides back-up support for those students included in the regular education classroom. Students at the high school level who are part of the life skills program are included in regular education classes as decided upon by the IEP team. All students with disabilities participate in the regular education classroom for elective courses. As with all students with disabilities, LRE is decided by the IEP teams. The IEP team always considers the regular education classroom with supplementary aids and services first before moving toward a more restrictive environment.

The middle school provides co-taught classes to the majority of our students with disabilities. Each grade level has a structured study hall period in which students with disabilities go to the learning support classroom to receive additional instruction in order to address skill deficits, along with receiving back-up

support with academic work from their special education teachers. Only those students whose IEP determines they need a more restrictive learning environment receive direct instruction in the learning support classroom from the special education teacher. The majority of students, regardless of their disability, will receive instruction in the regular education setting in the co-taught classes as described in the first paragraph. All students with disabilities participate in the regular education setting for elective courses, as well as science and social studies.

The elementary program focuses on the least restrictive environment for students with disabilities. Co-teaching is implemented at certain grade levels in order to provide additional support for students with disabilities. Intense professional development was provided to all faculty prior to implementing co-teaching. Those teachers involved in co-teaching receive yearly professional development from the consulting firm hired by the district. In addition to co-teaching, the district's elementary special education program offers a pull-out model for those students whose IEP determine direct instruction is needed in math or language arts. Other than these two academic subjects, students are fully included in the regular education class with support from the special education teacher. Both the regular and special education teachers work closely together to maintain IEP goals and provide supplementary aids and services, along with appropriate modifications and adaptations in order to provide FAPE.

The district employs 26 special education paraprofessionals who provide one-on-one or small group support to our students with disabilities. The IEP team determines if a child needs paraprofessional support in order to access the regular education setting. In addition to individual student paraprofessional support, all of the special education classrooms have a paraprofessional available to provide reteaching and assistance to students with disabilities. Many of the district's paraprofessionals provide support in the regular education classrooms to several students with disabilities in order to maximize inclusion.

All of the district's special education paraprofessionals receive professional development on in-service days. The AIU, PaTTan and other consulting firms are used to provide this training. In addition to training and workshops, the paraprofessionals completed an online program called Paraeducator.net that allowed them to complete courses that were applicable to their work. They were required to complete an assessment at the end of each course that guaranteed mastery of the concepts. All of the district's paraprofessionals are required to maintain a portfolio that includes various samples of how they continue to enhance their knowledge of special education. This portfolio is a yearly requirement in which the paraprofessional may be asked to show during an evaluation meeting or different venue. District special education paraprofessionals have earned highly qualified status and this continues to be a priority during the hiring process.

The district has provided professional development to all administrators and special education teachers in order to enhance its continuum of supports, services and educational placement options. All teachers are required to use research-based instruction when working with students with disabilities. The Director of Pupil Services works closely with the School Psychologist and Curriculum Director to assure evidence-based models of instruction are implemented across the district in order to expand the continuum of supports and services.

Regardless of where the student is receiving instruction, researched-based curriculum materials are used consistently across the district and all teachers providing the instruction receive training on how to implement the curriculum with fidelity. Some of the resources used for students with disabilities who require a more specialized instruction include Earobics, Sonday System, Wilson Reading, Study Island and RAZ Kids. The special education teachers are training the RtII teams to use these alternative resources for those students moving through the three tiers of RtII.

The district consults with experts from PaTTan and the AIU on an ongoing basis in order to replicate programs that have proven to be successful through research. Consultants from these agencies provide site-based training on professional education days, via IEP teams, or as needed throughout the school year in order to continue to enhance our inclusive programming for students with disabilities.

The district has secured the services of Keystone Consulting, Inc. for the past four years to provide ongoing professional development in the area of co-teaching for our faculty K-12 in order to maximize LRE for students with disabilities. Simultaneously, the district also secured the services of a nationally renowned expert, Ms. Franny McAleer, to provide professional development in the area of differentiated instruction to our faculty K-12. The district provided a train the trainer's model in which Ms. McAleer provided intense instruction to five teams that consisted of teachers, administrators, and other key faculty members. The expectation is for these teams to provide ongoing support in differentiated instruction to their colleagues as they continue to enhance instruction for all students, including those with disabilities.

The co-teaching and differentiated instruction initiatives have expanded the district's inclusion program and continuum of supports and services. They have been instrumental in addressing LRE for students with disabilities and opening up opportunities for participation in the regular education classroom. Yearly training is provided to new faculty so that they can continue to provide the appropriate instruction, adaptations and modifications to our students with disabilities.

The district provides several options for training opportunities for all faculty, including paraprofessionals. On site training for all faculty takes place on professional education days. PaTTan and AIU training opportunities are offered to the faculty and administration encourages participation. Many times, specific teachers are required to attend certain training that pertains to their position. Substitutes and release time are provided if necessary. Conferences and workshops at other facilities and agencies are honored if appropriate. Online courses and webinars are becoming more and more popular as technology enhances. PaTTan offers streaming videos of conferences that administration and faculty take advantage of regularly.

#2.

Hampton Township School District has always been a big proponent of inclusive settings for students with disabilities. The goal has always been to educate our students in the school setting, specifically the regular education classroom.

Students with disabilities are encouraged to be as independent as possible in all school activities, including transitions, extra-curricular activities, lunch, recess, and classroom instruction. The district will provide the appropriate supports to promote independence.

Hampton maintains effective instructional practices by providing explicit, data-based, systematic instruction for learning. IEP goals are standard-based and age appropriate. Instruction is adapted to meet the individual needs of the student as described in the IEP.

The district provides the required continuum of supports and services for students with disabilities that are designed to provide a rich supply of diverse programs that support sound inclusive practices.

Hampton's goal is to assure that students with disabilities are members of diverse, age-appropriate regular education classes in their neighborhood school with supplementary aids and services provided to support learning and participation. In all cases, the IEP teams consider and determine whether there is a need for instruction outside of the regular education setting and for what portion of the school day.

Program and placement decisions are based on student strengths and needs. IEP teams consider the regular education classroom with supplementary aids and services before considering a more restrictive environment. District administrators, special education teachers, regular education teachers and support personnel have received training on Least Restrictive Environment (LRE) and are aware of the Federal and State requirements.

Hampton Township School District's IEP teams follow the proper IEP sequence when determining educational placement decisions. Parents are an integral part of the IEP team and are instrumental in deciding FAPE and LRE for their child.

First, initial eligibility is decided. Second, the IEP team determines FAPE and develops the Individualized Educational Program (IEP) for the student. IEP teams may use Pennsylvania's Supplementary Aids and Services (SAS) toolkit to determine whether FAPE can be delivered in the regular education classroom. All special education teachers K-12 received training from AIU consultants on using the SAS toolkit in the Fall of 2009. If the IEP teams determine the regular education classroom appropriate, then supplementary aids and services, adaptations and/or accommodations will be established. The IEP team also determines if the student needs a co-taught regular education classroom setting.

If the IEP team determines FAPE **cannot** be delivered in the regular education classroom, then they move to the next step along the continuum of placement options to determine where FAPE can be delivered.

The next step on the continuum is direct instruction from a special education teacher in the special education classroom within the school setting. All special education teachers K-12 have earned "highly qualified" status. All direct instruction for those students with disabilities in grades K-8 takes place in the learning support program. Direct instruction for those students in grades 9-12 (high school) takes place in either the learning support, emotional support or life skills support program as indicated in the student's IEP. IEP teams determine the level of direct instruction needed and for what academic subjects (math,

reading and/or English). In addition, IEP teams determine the supplementary aids and services, adaptations and modifications needed in the more restrictive learning environments.

IEP teams are encouraged to first consider itinerant services for all students moving along the continuum of placement options to a more restrictive setting. From there, if it is determined that FAPE is required in a more restrictive environment, then the IEP team would consider supplemental services. All special education teachers in the district are identified as either Itinerant or Supplemental. All students with disabilities are receiving itinerant or supplemental services. No students with disabilities in the district receive Full-Time services in special education.

Only **after** the IEP teams have exhausted all of the resources the district can offer (supplementary aids and services, adaptations and modifications in all placements) and followed the proper IEP sequence and continuum of placement options for determining LRE and FAPE for students with disabilities, is an outside placement considered. If the IEP team determines an outside placement is the LRE for a student with a disability in order to receive FAPE, then intense planning is done in order to find the appropriate placement facility. Parents are an integral part of the decision-making process.

All faculty members, including paraprofessionals, are provided opportunities to participate in professional development activities in order to become familiar with research-based practices that can be used to support students with disabilities in both the regular and special education settings. Ongoing professional development in differentiated instruction and co-teaching has been available consistently over the past four years for all faculty, including paraprofessionals. On-site training on how to implement alternative research-based materials have been provided to those faculty and staff expected to utilize it. Some specific examples include, Wilson Reading, Sonday System, Earobics, Apangea Math, Study Island, PVAAS, Ed Insight, Houghton Mifflin Harcourt's Journeys series, and Aimsweb Benchmark and Progress Monitoring System. The district uses services of PaTTan, AIU, Keystone Consulting, Franny McAleer and other professional consulting firms to deliver this professional development.

All students K-12, regardless of their disability, who attend Hampton Township School District are included in the regular education setting for all special area classes (elementary level), rotation courses (middle school level) and elective courses (high school level). In addition, all students K-12, regardless of their disability, participate in the regular education classroom for science and social studies. The IEP teams determine what supplementary aids and services, adaptations, and modifications are appropriate for the students in these classes.

According to the state's Special Education Data Report, in the 2007-2008 school year, Hampton educated 71.7% of their special education population outside the regular class less than 21%. For the 2008-2009 school year, the data indicates that 80.2% of the special education population is educated inside the regular class 80% or more.

The district provided four years of ongoing professional development in co-teaching and differentiated instruction to all administrators, faculty and support staff K-12. As a result of these two initiatives, the continuum of special education's supports, services and placement options have expanded. Many students who received direct instruction in the past are now being educated in the regular education

classroom through the co-teaching initiative. The special education teachers are team teaching with the regular education teacher and implementing students with disabilities' IEPs within this setting. Supplementary aids and services, adaptations and modifications are being provided in the regular education classroom.

Student's needs are being addressed through differentiated instruction, and as a result, less students are being instructed in the special education classrooms. Special education teachers are now serving as consultants to the regular education teachers and providing them the necessary resources and training needed to support students with disabilities within the regular education classroom.

The RtII initiative at the elementary and MS levels has also expanded the continuum of special education supports, services and placement options for our students with disabilities and for those students struggling who are not identified as needing special education services. Regular education teachers and staff, along with special education teachers, have received intense training in RtII, specifically in the areas of reading and math. Research-based alternative curriculum/materials are being used to support the students in the different tiers of RtII. Ongoing professional development and training is provided for those key educators facilitating this instruction and implementing the RtII process. Student's needs are being addressed in the regular education classroom with added support through the RtII process.

The district expands the continuum of supports, services and placements to support students in extra-curricular activities, clubs and community events. Transportation, paraprofessional support and other related services are provided as indicated in the student's IEP. Many students with disabilities are actively involved in activities outside the classroom setting because of the level of support provided by the district. Student with disabilities are able to actively participate in band class and attend the yearly band trips because the district provides paraprofessional support.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school-wide positive behavior supports (PBS).

113.2. POSITIVE BEHAVIORAL SUPPORT TECHNIQUES

The Hampton Township Board of School Directors must ensure that all District students are educated in settings free from restrictions or injuries caused by the challenging behaviors of other students. At the same time, the Board recognizes that every special education student in the District is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an Individualized Education Program (IEP) and exhibits significant behaviors that interfere with appropriate functioning within educational settings must have a plan for behavior support included in the IEP.

Positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning and self-fulfillment. The types of interventions chosen for a particular student or young child shall be the least intrusive necessary.

In compliance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) and PA Chapter 14 of the Pennsylvania Department of Education Special Education Regulations and Standards, each school district is required to have a written policy on the use of Behavior Management Techniques.

The IEP of each eligible special education student who exhibits behavior problems which interfere with his/her ability to learn or the abilities of others to learn (including students identified as seriously emotionally disturbed) must include provisions for a behavior management program.

Level I

Level I is preventive and involves good classroom management strategies and does not require a Behavior Management Plan attached to the Individual Education Plan.

Effective management of classroom behaviors is a prerequisite for instruction and learning. It involves not only responding effectively when problems arise but working to prevent their occurrence by creating environments that promote positive student behaviors. Among the approaches generally applied include:

1. An explicit structure/schedule to the school day
2. Explicitly communicated rules, rewards and consequences
3. Management programs with rewards and consequences
4. Variable seating arrangements
5. Verbal praise clearly linked to desired behaviors
6. Frequent monitoring via teacher movement in the classroom
7. Clear expectations for what constitutes acceptable behavior

Level II

Level II interventions involve specific individualized interventions for a student and require a Behavior Support Plan to be attached to the Individual Education Plan (IEP).

Positive behavior support involves a process based on discovering and understanding the relationships between a myriad of student-environment variables. Behavioral patterns in children and adolescents are often very complex and interrelated. Social interactions and behaviors, emotional reactivity and temperament, life circumstances apart from school and learning behaviors and conditions within the school often can all be part of a presentation that results in less than optimal learning for the student.

Understanding behavior and developing a repertoire of management strategies is typically the focus of intervention. Specific interventions may focus on:

1. Modification of curricular components
2. Restructuring of the learning environment
3. Teaching replacement behaviors for problematic behaviors
4. Effectively managing rewards and consequences
5. Creating safe places within the educational setting
6. Direct instruction in need areas including social skills, problem solving
and anger control

Individual support plans shall define the behavior in objective and measurable terms and develop interventions that are least intrusive as appropriate to the student. Data collection at regular intervals will be used to evaluate the plan's effectiveness.

Should a behavior plan require ongoing revisions due to lack of effectiveness, an IEP team will utilize a Functional Behavioral Assessment (FBA). The FBA process involves more in-depth data collection beginning with interviews with those individuals who have directly observed the student's behavior over an extended period of time and in various settings and conditions. Direct observations are then conducted of the student across varying times, places and task conditions. In addition, information may be gathered from structured behavior rating scales completed by those familiar with the student. The third step in the FBA process is the analysis of all information gathered from all sources. Analysis involves both quantifying the data to make normative comparisons, as well as, generating hypotheses about the possible function of the behavior and how it meets a student's needs.

Level III

Level III interventions are for crisis management. Such interventions shall cause the IEP team to meet to formally add procedures to the student's IEP. This level of intervention is very restrictive in nature and may modify the student's rights during implementation. Level III interventions may be used only after Level II interventions have proved ineffective. Interventions used at this level focus specifically on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II.

Only those staff persons who have received proper training and have demonstrated proficiency may apply these strategies.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints may not be included in the IEP, employed as punishment for the convenience of staff, or used as a substitute for an educational program.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control when due to organic causes or conditions, may be employed only when specified in the IEP as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others and should not prevent normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and may not be used in the District's special education program:

1. Corporal punishment
2. Punishment for a manifestation of a student's disability
3. Locked room, locked boxes, or other locked structures or spaces

from which the student cannot readily exit

1. Noxious substances
2. Deprivation of basic human rights, such as withholding meals,

water or fresh air

6. Suspensions constituting a pattern relating to disciplinary placement

1. Treatment of a demeaning nature
2. Electric shock
3. Methods implemented by untrained personnel
4. Methods which have not been outlined in the District's plan
5. Prone Restraints (face down)

Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated in the IEP. These emergency procedures may include such activities as:

1. Notifying parents/guardians to immediately remove the student from school

1. Notice to the police
2. Notice to mental health services
3. Calling emergency services and ambulance
4. Instituting mental health commitment procedures

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

Hampton Township School District employs an experienced staff of special education teachers, Speech and Language therapists and consulting Occupational and Physical therapists. Special Education paraprofessionals are available to provide support within the special education classroom or individually to a student with special needs.

Hampton's Individual Education Plan teams work collaboratively to provide FAPE for all students with disabilities. All continuum of supports, services and placement decisions are made via the IEP team. Parents play an integral role in deciding supports and placement for their children.

The district works hard to provide FAPE in alternative school settings for those students with disabilities who struggle both academically and socially in a public school. The district works closely with Longmore Academy, which is a private Pennsylvania Academy (Private, Separate Facility) for 65 students located on the grounds of Mars Home for Youth. The class size is limited to 12 students and a full time special education teacher/consultant supports the student. The district also works collaboratively with Beattie Technical School, which provides students with IEPs a more individualized program that is designed to focus strictly on the vocational needs of the students in order to prepare them for life after high school. These settings educate both regular and special education students.

The district employs a full-time School Resource Officer and Probation Officer. These officers work very closely with our students with special needs and their parents who get involved in the court system. They will serve as IEP team members when appropriate in order to maintain achievement of IEP goals. Regional Support Center North helps to transition any students involved with the courts or Children and Youth Services. The Community School West is located in the same building and provides a comprehensive high school program.

The district contracts the services of Western Psychiatric Hospital. A Student Assistance Liaison from Western Psychiatric Hospital serves on the district's Student Assistance Team at both the middle and high school levels. This liaison also conducts drug and alcohol and mental health assessments as deemed appropriate by the SAP team. The liaison will meet with the students either individually or in small groups to provide added support to the students and families. These professionals work closely with district staff and administration.

The Academy program is available to students for evening programs to supplement their placement at our high school who violate their probation. All the child-servicing systems work collaboratively with the district to ensure that students with disabilities are provided FAPE during difficult situations. Members of these servicing systems will serve as IEP team members when appropriate.

To date, Hampton has not had difficulty providing FAPE for students with disabilities. However, if the district would be unable to provide FAPE for a student, the IEP teams would work collaboratively with various outside facilities/agencies to transition our students successfully. Of course, the recommendations are made through the Individualized Education Plan team, in which parents are actively involved in the decision-making process. In addition, the IEP teams would look at the continuum of supports and services the district offers to determine if there are any gaps in the services causing the difficulty in providing FAPE.

The district participates in informal and formal planning with outside and supporting agencies to continuously provide FAPE to students with disabilities. The district utilizes assistance from the Intermediate Unit's interagency coordinator on an as needed basis.

The school psychologist is the District Liaison and participates in all AIU Liaison meetings and local district liaison meetings that work with outside agencies to provide placements of such nature. The district makes frequent visits to the outside placement facilities in order to meet the staff before the IEP team decides if the placement is appropriate and will provide FAPE to our students with disabilities. Again, parents participate in all meetings that involve a change in placement to a more restrictive environment.

The district supports and provides education to students classified as Homeless and works with local and state agencies to provide FAPE in a timely manner.

Hampton participates in the AIU Transition Council meetings. The district works closely with OVR in transition planning for secondary students who need a more unique education/placement after graduation.

Hampton provides consultation with public and private service providers for students with autism or severe attention, behavior, or learning problems. Hampton works closely with professionals working with families. Outside service providers, such as Wraparound staff, Family Links, etc. become part of the IEP teams and participate in team meetings as needed. The district works with families and students placed in partial hospitalization programs in order to assure a smooth transition takes place when the student is ready to return to school. The educational component is financially supported by the district, along with

providing any materials and resources requested from the hospital staff in order to maintain the education while the student is receiving treatment.

The district will continue to provide professional development in the areas related to the continuum of supports, services and placements that are unique in nature and require more intense training. Hampton will provide on-site training in areas that require more individualized attention for staff members. Many of our staff members will attend outside workshops or training, in which they are expected to return to the district and share their learning with other staff members.

PaTTan, the Intermediate Unit, local universities, and other agencies partner with Hampton to provide professional development workshops or training, on an ongoing basis, for teachers, paraprofessionals, administrators and other district employees that work with students with special needs.

Expansion of Continuum of Supports and Services

Hampton Township School District embraces the philosophy of inclusive education and sets high standards for student achievement for both students with and without disabilities. The district takes a team approach in which parents are an integral part of regularly scheduled planning and problem solving meetings. Ongoing communication exists between IEP team members, including related service professionals and other school personnel.

Students are placed in outside settings only after the IEP teams have exhausted all of their resources. All placement decisions are made via the IEP teams. Once an IEP team determines that a student requires a more restrictive placement outside the school setting in order to receive FAPE, the school psychologist becomes the district's liaison.

The School Psychologist is the district's liaison for all outside placement facilities. He is familiar with each facility, whether it is an Approved Private School (APS), AIU center facility, private facility or state operated program. He is knowledgeable of what each facility specializes in and makes sure the facility is able to provide FAPE for the student. Before a student is placed in any outside facility, a pre-meeting and tour is arranged with the parents, district liaison and members of the outside placement facility. If appropriate, the student will also be part of this collaborative team planning meeting. In addition, if appropriate, the special education teacher from Hampton will attend the pre-planning and IEP team meetings in order to make a smooth transition and properly address the student's needs. They provide the receiving teachers with information that will help the teachers/team understand the student's needs. Students in outside placements who are graduating or aging out receive a Hampton Township School District diploma and are invited to attend the Hampton Township School District graduation ceremony.

All students with disabilities, regardless of their placement, are included in any after school clubs, extra-curricular activities and/or community events. The district will provide the supplementary aids and services, related services, adaptations and modifications necessary to make sure these students have full access to these activities/events. Transportation, paraprofessional support and other related services are provided as indicated in the student's IEP.

The district will expand the continuum of supports and services to any students with disabilities placed on homebound instruction. The IEP team works closely with the student and parents to maintain special education services during their homebound experiences. The district provides at least 5 hours of instruction per week to a child on homebound instruction. A highly qualified special education teacher provides the special education portion of the instruction in order to maintain IEP goals and progress while the child is out of school.

The continuum of supports and services are also expanded to those students with disabilities who violate district policy and are expelled from school. After the manifestation determination meeting is conducted and the IEP team makes the appropriate determination, an alternative placement is recommended. The district contracts with Longmore Academy to provide an alternative educational setting for these students while they serve their expulsion period. The student's IEP transfers to Longmore Academy and their special education services and academics are maintained during the expulsion period.

The district works closely with any students who are placed in outside settings as a result of a court order. The district expands the continuum of supports and services to all students with disabilities and works very closely with the facility to maintain the student's educational program. The district employs a full time school resource officer, who is an official Hampton Township Police Officer. In addition, a probation officer is assigned to Hampton Township School District. These gentlemen will serve on IEP teams when appropriate in order to ensure the needs of a student with a disability are being addressed during his or her court ordered placement.

The district plans to continue to expand the continuum of services, supports and placements for our students with disabilities and provide them FAPE throughout their school-age career by consistently reevaluating current programs and reviewing data in order to make informed decisions regarding the continuum of services, supports and placements for our students with disabilities.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs.

Hampton's Special Education Support Staff is exceptional. The special education teachers exhibit a true care for children with disabilities and are always looking for ways to enhance their instruction. Hampton Township School District has earned a reputation as a strong district for providing education in the least restrictive environment. Many parents make inquiries and have moved into the district because of the programs and supports available to their children with disabilities.

The district employs its own speech and language therapists and contracts with a reputable company for occupational and physical therapy services. In addition, the district contracts the services of The Watson

Institute to provide Community Based Vocational Instruction (CBVI) to our high school students with more significant disabilities. The district also contracts with the Allegheny Intermediate Unit 3 to provide on-site Travel-Related Instruction to this same group of students. This allows for cohesive teamwork and ready access to support staff by parents and team members.

Hampton's Response to Intervention & Instruction (RtII) is a model of the benefits of a strong support program available to regular education students who are struggling either academically or behaviorally. This is a three-tier system that is used to support students in the classroom or through pull-out services via strategic or intense support. In strategic and intense tiers, RtII staff work with individual or small groups of students a specified amount of time per week. Each building has a core team that represents administrators, regular education teachers, IST, math and reading support teachers. In addition to the core teams, each building has a data team comprised of the building principal, grade level teachers, IST, math and reading support teachers. The data teams meet monthly to review student data and determine individual programming (tiers) for students based on the outcome of the data.

At the elementary level, fall, winter and spring benchmarks are administered to all students in grades K-5 in reading and math. Aimsweb, a computerized data analysis and progress monitoring system, allows for the collection of data and appropriate monitoring of student progress in relation to the RtII process. The middle school uses a variety of assessments to determine placement of students in the appropriate tiers. Every month student performance in the various tiers are discussed during the data team meetings and, if appropriate, the tiers are changed based on the data and recommendation of team members.

The district's Early Childhood Committee takes a proactive approach in identifying those children who may require additional support as early as Kindergarten. Each year, effective screenings take place for all incoming Kindergartners to identify areas of need for the children. Supports are then put into place in order to make the transition to Kindergarten successful. A summer program is open to Kindergarten, first, second and third grade students who demonstrate a need for some extra instruction over the summer to better prepare them for the start of the school year.

Hampton is increasing the inclusive setting initiative K-12. Currently, the high school has a variety of course offerings that allow most of the students with disabilities to participate fully in regular education classes. Most students utilize the special education classrooms for support during study halls or to take tests. Many of the classes are designed to model a co-teaching experience, in which the regular and special education teachers work as a team to deliver instruction within the regular education classroom.

The co-teaching model is also implemented at the middle school and in certain classes at the elementary level. Ongoing professional development is offered to both regular and special education staff in order to provide a smooth transition from a pull-out model of delivery to a push-in model. This continues to be one of the district's biggest initiatives in Special Education.

All of the district's special education teachers go through intense training and professional development throughout each school year. Some of the training takes place on site and some off campus. The Director of Pupil Services holds monthly Special Education Department meetings in which program, IDEA and Chapter 14 regulations are reviewed. Professional Development days are identified for further training in

special education based on need. Some of the topics for training in the past few years have been: Indicator 13, Writing Effective IEPs, Conducting FBAs and Writing BSPs, Autism, Co-Teaching and Technology. The district utilizes funds available through the School Based Access Program. The district relies heavily on these funds to continue to enhance the special education program K-12. Because of the amount of funds available, the district is able to support the teachers and program by purchasing technology for teachers and students, software programs, professional development training and curriculum materials. Additional special education teachers have been hired as a result of using Access funds to support the positions.

The district has a solid system in place for transitioning students from grade-to-grade and/or building-to-building for all students with IEPs. The meetings include current and future special education teachers, regular education teachers and administrators, along with parents and other team members.

The Special Education Department's transition program for students age 14 and older provides a variety of experiences. Students are able to receive a transition program that prepares them for life after high school. The district provides college prep experiences, school to work experiences, community-based instruction experiences and job shadowing experiences on an individual basis as determined by the IEP team.

All of our students with disabilities receive intense transition at the age of 14. Each student maintains a portfolio and is expected to present something from their portfolio at their annual IEP meetings. Each student receives the appropriate transition plan in their IEP as it relates to their post-high school desires. The majority of the students with disabilities at Hampton plan to attend a two or four year college. These students' transition components of the IEP focus on college-bound preparation activities. They attend the college fairs, take the PSATs, apply for extended time if needed, and work with the counselor and special education teacher in filling out applications for colleges. This past school year, the district has partnered with Naviance, an online college and career application system that allows students to access thousands of careers and search colleges of their choice. The high school has opened a College and Career Center for students to access on a daily basis. Every student in the high school is responsible for maintaining a portfolio that contains transition information. A full-time guidance paraprofessional is available to work with students during their study halls, before and after school. Special Education teachers are responsible for overseeing the portfolios of all students in the program.

Students interested in a vocational setting after graduation have the option of receiving a vocational experience at Beattie Vocational School sometime during their high school years. This is a local vocational setting that instructs students in a trade of their desire and teaches them the necessary skills to be successful in a post-secondary vocational setting. In addition, the district contracts services of The Watson Institute to provide Community Based Vocational Instruction (CBVI) to our high school students with more significant needs. Watson staff is on-site two days a week and provides vocational instruction to the students, as well as taking them off-site to local businesses in order to provide a vocational/work experience. In addition, the district contracts the services of the AIU3 to provide travel-related instruction to this group of students. Informal and formal travel assessments are conducted on an individual basis as decided upon by the IEP teams.

There is a small population of students with disabilities who want to focus on employment immediately after high school. These students' transition components are tailored to provide job shadow experiences and possible paid work experiences in their areas of interest. The district has established working relationships with many of the local businesses that will provide our students a structured work experience in order to help them gain the employment skills needed to be successful.

The Special Education Paraprofessionals are a key component at Hampton. The district employs 26 paraprofessionals who act as support for individual students or as paraprofessionals within the special education classrooms. They are provided ongoing professional development that covers a vast array of topics. All special education paraprofessionals completed an online learning system, Paraeducator.net that offered over 200 courses related to special education. They were required to complete 10 courses each year (over the past four years) that were designed specifically for special education paraprofessionals and the responsibilities that relate to special education. In addition, paraprofessionals receive on-site training by district personnel, AIU, Pattan and other professional educators on various topics related to their area of responsibility. Some of the ongoing training include: Autism Spectrum Disorder, Understanding the Various Disabilities, School-Based ACCESS Program, Effective Adaptations and Modifications and Using Technology with Students with Disabilities.

The district has a Special Education Advisory Committee that meets several times a school year to discuss programmatic issues and develop various parent training/workshops throughout the school year. Central Office Administrators, principals, regular and special education teachers, along with a parent representative from each school building serve on the committee. This committee allows parents the opportunity to learn about special education and what specifically the district is providing for their children each year. It also gives them a chance to give input to programs and offer suggestions on how to continuously work to improve the special education program.

The Special Education Department K-12 utilizes an online, web-based IEP writing system called Esped. With this system, teachers are able to complete paperwork in a fraction of the amount of time previously needed. This system allows teachers to focus more on instruction in the classroom and achieving students' IEP goals. The district's special education website is available for all district and community members. The website is a communication tool that acts as an interactive resource for all stakeholders. The website is updated and maintained on a consistent basis and provides information such as workshops and training for parents and educators, activities for students, program highlights, contacts for special education staff, disability information, child find and more.

Assurances

Special Education Assurances

The Local Education Agency (District) assures that there are local policies and procedures in place that address:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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AIU Life Program	Other	Life Skills	1
New Horizons	Other	Life Skills	2
McGuire Memorial	Other	Multiple Disabilities	1
The Children's Institute	Approved Private Schools	Multiple Disabilities and Life Skills	3
The Watson Education Center	Approved Private Schools	Autism	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	19	0.75
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.25

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	19	0.75
High School	A Senior High	A building in which	Supplemental (Less Than 80%	Learning Support	15 to 19	2	0.25

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	20	0.75
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.25

Program Position #4*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	15	1

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	9	1

		operated					
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							

Program Position #6*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 21	9	0.15

Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.

Wyland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	53	0.85
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Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.

Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	42	1

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	13	0.5
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.5

Program Position #9*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	13	0.5
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	2	0.5

Program Position #10*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	12	0.5

Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.5
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Program Position #11*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	12	0.5

Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.

Central	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	7	0.5
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Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.

Program Position #12*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 11	43	1

		operated					
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							

Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	6	0.25
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							
Central	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	2	0.25
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							
Poff	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	5	0.25
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							
Poff	An Elementary	A building in which	Supplemental (Less Than 80%	Learning Support	5 to 11	1	0.25

	School Building	General Education programs are operated	but More Than 20%)				
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Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Poff	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	17	0.5

Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyland	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	11	0.5

Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.

Wyland	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	7	0.5
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		programs are operated					
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							

Program Position #16*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Central	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 11	3	0.15
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							
Poff	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	5 to 11	1	0.15
Justification: Although students may be assigned to the special education classroom during the same time as other students outside the legal age range, students will not be grouped for instruction with any students outside the required age range.							
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 14	1	0.1
High School	A Senior High School Building	A building in which General	Itinerant	Deaf and Hearing Impaired	15 to 19	2	0.1

		Education programs are operated		Support			
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Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	All Buildings	1
School Psychologist	All Buildings	1
Instructional Support Teacher	Central Elementary	1
Instructional Support Teacher	Poff Elementary	1
Instructional Support Teacher	Wyland Elementary	1
Instructional Support Teacher	Middle School	1
School Guidance Counselor	Central & Poff Elementary	1
School Guidance Counselor	Wyland & Poff Elementary	1
School Guidance Counselor	Middle School	1
School Guidance Counselor	Middle School	1
School Guidance Counselor	High School	1
School Guidance Counselor	High School	1
School Guidance Counselor	High School	1
Special Education Paraprofessionals (26 total district-wide)	All Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Associated Occupational Therapists, Inc. - OT and PT Services	Outside Contractor for the School District	5 Days
Western Psychiatric Institute and Clinic- SAP Liaison Services	Outside Contractor for the School District	1 Days
The Watson Institute- Community Based Vocational Instruction (CBVI)	Outside Contractor for the School District	2 Days
The AIU 3- Travel Related Instruction	Intermediate Unit	1 Days
The Western Pennsylvania School for Blind Children- Vision Services	Outside Contractor for the School District	4.5 Hours
The AIU 3- Interpreter Captionist	Intermediate Unit	5 Days
The AIU 3- Audiology Services	Intermediate Unit	3 Hours

District Level Plan

Special Education Personnel Development

Autism

Indicator of Implementation	<p>Students with Autism will continue to be educated in the least restrictive environment using supplementary aids and services and specially designed instruction. Special Education faculty and staff will continue to receive ongoing professional development related to Autism Spectrum Disorder in both large group training and IEP team training. District members, consultants from the Allegheny Intermediate Unit and PaTTan, along with educators from private consulting firms will continue to work one-on-one with faculty and staff as needed, along with provide small/large group professional development during professional education days. IEP teams will continue to request support from these outside agencies in order to maximize instruction for the children. Autism Spectrum Disorder training will continue to be provided to parents through the parent workshops offered as part of the district's Special Education Advisory Committee.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Agendas from professional development activities 2. LRE information from PDE's Special Education Data Report 3. Assessment data (standardized, curriculum-based, progress monitoring of IEP goals) 4. Evaluation summaries from participants who attended trainings
Person Responsible	Dr. Monique Mawhinney, Director of Pupil Services and Dr. Jay Thornton, School Psychologist
Start Date	8/22/2012
End Date	5/29/2015
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6

# of Participants	200
Provider	AIU3, School District, Individual
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Administrators, faculty and staff members working with students with Autism Spectrum Disorder will have a better understanding of how to implement successful programs for the children using appropriate supplementary aids and services, along with specially designed instruction. The faculty and staff will have a better understanding of the social deficits that are sometimes a result of this disability in order to create successful social experiences for the children.
Research & Best Practices Base	<p>Social Skills curriculum utilized to address the social skill deficits will be researched based and model best practices. The district will seek assistance from consultants of AIU3 who specialize in working with children on the spectrum in order to assure research based and best practice methods are being implemented.</p> <p>Resources utilized to teach the curriculum will continue to be researched based and appropriate for children with Autism Spectrum Disorder. The curriculum director works closely with the Director of Pupil Services and teachers when deciding which materials and resources to implement.</p>
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format	<ul style="list-style-type: none"> • District Whole Group Presentation • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Offsite Conferences
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Related Service Personnel • Parents
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities	<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Constant review of LRE and academic and social successes for students with Autism educated in the regular education classroom.
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • IEP team member input and recommendations.

Behavior Support

Indicator of Implementation	<p>The district Policy on School-wide Positive Behavioral Supports will continue to be enforced and adhered to by all students. All K-12 special education administrators, teachers and support staff will receive ongoing training on how to effectively conduct Functional Behavioral Assessments (FBA) and develop Behavioral Support Plans (BSP). In addition, all administrators and faculty K-8 will receive training on School-wide Positive Behavioral Supports through the Response to Instruction and Intervention (RtII) process. K-8 RtII Data teams will receive specific training on how to conduct FBAs and write BSPs for students in Tiers II and III. A consultant from the AIU3 will continue to provide professional development throughout each school year to elementary faculty and middle school faculty, separately. She will also provide small group training to the Data teams at each individual elementary building and the middle school.</p> <p>The district's school psychologist will continue to work individually with the teams to create a solid RtII Behavioral Support process in order to provide struggling students with appropriate supports in order to be successful with school behavior and expectations. Ongoing training will be provided on professional development days and during faculty extended day requirements. Monthly data team meetings will be scheduled so that the RtII teams can continue to analyze data in order to determine the appropriate Tier placements for students with behavior issues. The RtII team may decide to conduct a FBA and develop a BSP for those students placed in Tier II and III for behavioral concerns. Parents will be an integral part of the process by attending meetings with the RtII team.</p> <p>Decisions regarding students with IEPs will continue to be made through the IEP team process. IEP teams will continue to use the FBA process in order to develop appropriate BSPs that will continue to allow the student to participate in the least restrictive environment. Behavior Support Plans will be addressed through the child's IEP. IEP team will continue to utilize appropriate behavioral support techniques and specially designed instruction in order to maximize success for the children with disabilities.</p> <p>The co-teaching and differentiated instruction supports will continue to be implemented in order to continue educating students with emotional or behavioral issues at the elementary, middle and high school levels in the least restrictive environment.</p> <p>Parents will continue to receive training on FBAs and BSPs and School-wide Positive Behavioral Supports in order to maintain a school-home partnership</p>
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	<p>that will enhance success for students struggling with behavioral issues.</p> <p>The district will continue to enhance the Olweus Bullying Prevention program that was implemented in 2009 by providing ongoing professional development, continue the administration of the K-12 student survey and use the results of the data to identify areas of concern in order to revise the weekly classroom lessons so that children can continue to feel safe and supported when bullying occurs. The district-wide bullying report process will continue to be available to students so that they can report bullying in a non-threatening manner.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Agendas from professional development activities 2. Documentation of students placed in Tiers I, II and III through the RtII process 3. Documentation of FBA, BSP through IEP goals and SDI 4. District-wide and building level data reports on discipline referrals 5. Data from Olweus student survey 6. Documentation of Olweus classroom lessons provided to students 7. Agendas from Bullying Prevention committee meetings
Person Responsible	Dr. Monique Mawhinney, Director of Pupil Services and Dr. Jay Thornton, School Psychologist
Start Date	8/23/2012
End Date	5/29/2015
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants	100
Provider	District personnel, AIU3 Consultants, PaTTan Consultants, Private Consulting Firms
Provider Type	District personnel, AIU, Pattan and Private Consultants.
PDE Approved	Yes
Knowledge Gain	Administrators, Parents, teachers, and staff will have a solid understanding of what School-wide Positive Behavioral Support means, along with a consistent set of rules and consequences that all students will know and understand. In addition, these stakeholders will know and understand what the purpose of a Functional Behavioral Assessment is, and be able to

	<p>successfully take part in conducting one. As a result, RtII and IEP teams will be able to develop appropriate Behavioral Support Plans that will be implemented consistently across all classroom settings so that the child can be educated within the least restrictive environment.</p> <p>All district personnel, along with parents, will continue to implement the Olweus Bullying Prevention program that was implemented in 2009. Building committees will continue to meet on an ongoing basis in order to review data to make informed decisions regarding the need to revise or adjust the current program.</p>
Research & Best Practices Base	<p>The district will utilize research based resources and best practices when implementing FBAs and BSPs. Specifically, the district will utilize the forms that are available for use through PDE's Bureau of Special Education. RtII teams will follow the best practices identified through the AIU3 when conducting FBAs and developing BSPs through the RtII process.</p> <p>The district continues to utilize the Olweus Bullying Prevention program when conducting classroom lessons. In addition, the district will continue to administer the student survey that was developed through Olweus.</p>
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with

	an emphasis on learning.
Training Format	<ul style="list-style-type: none"> • District Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity • IEP team member input and recommendations. Appropriate

	development of Behavior Support Plans according to results of Functional Behavioral Assessments for students with disabilities and those students placed in Tier II and III through the RtII process.
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Paraprofessional

Indicator of Implementation	<p>The district employs 26 special education paraprofessionals. All paraprofessionals meet the highly qualified standard by possessing one of the following: 1) portfolio that documents the paraprofessional met the 13 competencies outlined by PDE 2) college degree 3) associates degree. The district seeks candidates for hire that possess an associates or college degree. If the candidate does not possess one of these two degrees, then the district will arrange for the paraprofessional to obtain mastery of the 13 competencies that PDE identified in order to become highly qualified. Each year, all paraprofessionals are required to participate in CPR/First Aid training that is arranged through the district during one of the inservice days at the beginning of the year. All paraprofessionals are required to participate in professional development activities during professional education days; there are about 4-5 a school year. These activities are unique to paraprofessionals and all topics pertain to their role as a paraprofessional. A needs assessment is given to paraprofessionals at the end of each school year in order to identify areas of need/focus. Administrators and special education teachers are given the opportunity to provide their input on the type of training needed for the paraprofessionals.</p> <p>The district uses district personnel, AIU consultants and other private consulting firms to provide on-site professional development. In addition, the paraprofessionals have access to an online paraeducator.net program, in which the paraprofessionals can access and complete courses that are specific to their role as a paraprofessional. They can access this program from any computer with Internet access. They have to take a test at the end of each course and earn a specific score in order to receive a certificate of completion.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. Observations and evaluation summaries from building principals and/or Director of Pupil Services 2. Meeting with principal and/or Director of Pupil Services to review portfolio 3. Agendas from professional development activities 4. Certificates of Completion from paraeducator.net online program
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	5. Possession of college degree, associates degree or completion of the 13 competencies for highly qualified status
Person Responsible	Dr. Monique Mawhinney, Director of Pupil Services
Start Date	8/23/2012
End Date	5/29/2015
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	12
# of Participants	26
Provider	Hampton Township School District, AIU3, private consulting firms
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	By providing the paraprofessionals various training in the area of special education, they will gain a better understanding of the various types of disabilities that children have and be better equipped when assigned to work with the children. The vast array of topics covered during professional development opportunities should afford the paraprofessionals a resource of tools to refer to when working with children with specific disabilities. They should be able to effectively manage the clerical aspect of adaptations and modifications of assignments, tests and other student work. They should be able to independently collect data using various types of data collection tools that will be provided through ongoing training. They should have a better understanding of how to professionally and effectively communicate with the various stakeholders they interact with on a daily basis (principal, special and regular education teachers and parents).
Research & Best Practices Base	All training and resources utilized are researched based and model best practices. The district often utilizes resources recommended by the AIU consultants and will frequently implement programs in which the AIU has provided training on throughout the school year.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

	students.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format	<ul style="list-style-type: none"> • District Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar
Participant Roles	<ul style="list-style-type: none"> • Paraprofessional
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Journaling and reflecting • Paraprofessionals are required to maintain an updated portfolio that reflects the work they did throughout the school year.
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Portfolio

Reading NCLB #1

Indicator of Implementation	Reading	Adv%	Pro%	Bas%	Bel%

	Grade 3	26.10%	39.10%	4.30%	30.40%
	Grade 4	27.60%	44.80%	27.60%	0.00%
	Grade 5	42.90%	35.70%	10.70%	10.70%
	Grade 6	37.50%	25.00%	29.20%	8.30%
	Grade 7	7.10%	7.10%	50.00%	35.70%
	Grade 8	26.90%	34.60%	26.90%	11.50%
	Grade 11	18.20%	45.50%	31.80%	4.50%
*2011-2012 PSSA Data for IEP Subgroups					
<u>Evidence of Implementation:</u>					
	<ol style="list-style-type: none"> 1. Maintain PSSA tutors in each building to work with students who scored basic or below on PSSA 2. Maintain reading support teachers in each building K-8 3. Maintain PSSA course at high school level for students who scored basic or below on PSSA 4. Maintain co-teaching K-12 5. Continue to develop IEP goals that address reading deficits for students with learning disabilities in reading 6. Maintain the RtII process K-8 7. Continue to provide professional development in areas of reading and data analysis 8. Continue to utilize data systems such as: PVAAS, Edinsight and Onhands to guide student programming 9. Continue monthly data team meetings K-8 to analyze data in order to design effective student programs and establish appropriate Tiers through the RtII process 				
Person Responsible	Dr. Monique Mawhinney, Director of Pupil Services, and Dr. Jay Thornton, School Psychologist				
Start Date	8/23/2012				
End Date	5/29/2015				
Program Area(s)	Professional Education, Teacher Induction, Special Education				

Professional Development Details

Hours Per Session	3
# of Sessions	12
# of Participants	50

Provider	Hampton Township School District and the AIU 3
Provider Type	For Profit Company
PDE Approved	Yes
Knowledge Gain	Teachers will have a better understanding of how to analyze data, using the Data systems available, in order to design effective student programs either through IEPs or the RtII process. Small group instruction will enhance the student to teacher ratio, allowing more meaningful instruction and one on one support. Ongoing professional development will increase teachers' ability to provide effective instruction that meets the individual needs of students who are struggling with reading skills.
Research & Best Practices Base	Only research-based materials and resources are utilized when providing instruction to students. Those students who participate in Tier I, II or III through the RtII process are using research-based materials and resources in order to increase skill deficits. The school psychologist oversees the RtII process K-8 and is responsible for providing training to support teachers on how to utilize the research-based materials with fidelity. All special education teachers who provide direct instruction to students with IEPs have received training on how to effectively implement the researched-based resources available to them.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	<ul style="list-style-type: none"> • District Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Other educational specialists • Related Service Personnel • Parents
Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Appropriate development of IEPs and placement of students in the 3-Tier RtII process.
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of IEPs and observations of RtII data team meetings.

Transition

Indicator of Implementation	<p>Hampton Township School District's transition program for students with disabilities provides them with various opportunities through their Individualized Education Programs (IEPs). All students with IEPs ages 14 and older are required to maintain a transition portfolio that consists of student interest surveys, reflections from job shadowing or community based instruction experiences, if appropriate, transition surveys and other activities that will enhance their understanding of the various career options in order to successfully prepare them for post high school experiences. The special education teachers are responsible for overseeing the development of these portfolios for students assigned to their caseloads.</p> <p>All secondary special education teachers participated in the Indicator 13 training in 2009 that was required by PDE through the AIU 3. Teachers who were hired after this date receive on-site training through the school district and AIU 3 consultants who specialize in transition. Additional training on transition is provided yearly during professional development days and as needed throughout the school year. Representatives from the special education department from both the middle and high school attend the monthly special education transition council meetings offered through the AIU 3. The expectation is for them to share the information with their colleagues through best practice sharing sessions.</p> <p>Career exploration is a district-wide focus for all students, including those with disabilities. The elementary buildings have a yearly "career day" in which parents from the community who have careers are invited to share the day with our elementary students by explaining what their career is and providing realistic experiences for our young children that help expands their understanding and awareness of the various types of careers available.</p> <p>The middle school implemented a rotation course in 2010 called "Career Exploration" that allows students to learn more about various careers. It is a six-week course in which students complete various activities that enhance their understanding of careers and allows them to research a career of interest in order to learn more about the requirements.</p> <p>The high school has the College and Career Center that students can access before and after school and during study halls and lunch in order to gain more understanding of the various types of careers. In addition, there are numerous resources available for students to access, including the opportunity to complete an online student interest survey that prints out a 28-page detailed report about the students interests and abilities and matches them to a</p>
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	<p>specific career.</p> <p>Students in grades 8-12, teachers, administrators and parents have access to an online college and career exploration system called Naviance. This system allows students to research careers and colleges in order to gain a better understanding of the requirements needed to be successful. Yearly training is provided to all students, especially the incoming 9th graders on how to access the system. Special education teachers utilize this system when working with students with disabilities on their transition portfolios.</p> <p><u>Evidence of Implementation:</u></p> <ol style="list-style-type: none"> 1. PDE Special Education Data Report on Transition 2. IEP Documentation- specifically the transition section 3. Artifacts from student transition portfolios 4. Agendas from professional development activities 5. PDE required student transition surveys 6. Available data regarding career plans for students graduating or aging out of the special education program 7. Attendance rosters from the College and Career Center 8. Completed student interest and transition surveys 9. Grades from middle school rotation course 10. Monthly attendance at the Transition Council Meetings offered through the AIU 3 and sharing the resources with colleagues
Person Responsible	Dr. Monique Mawhinney, Director of Pupil Services and Dr. Jay Thornton, School Psychologist
Start Date	8/23/2012
End Date	5/29/2015
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	3
# of Sessions	12
# of Participants	12
Provider	Hampton Township School District and AIU 3
Provider Type	Hampton Township School District and AIU 3
PDE Approved	Yes
Knowledge Gain	Teachers will have a better understanding of writing effective transition IEPs and developing transition programs that are meaningful and appropriate for our students with disabilities. They will be knowledgeable of the numerous

	transition resources available and will share these resources with the students and their families so that effective planning can take place at home.
Research & Best Practices Base	The district always takes a researched-based, best practice approach when developing student's transition programs via the IEP. The guidelines from the Indicator 13 training are considered when creating transition plans and the resources provided by the AIU 3 are always utilized with the students, including student interest surveys, transition surveys, questionnaires, etc.
For classroom teachers, school counselors and education specialists	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format	<ul style="list-style-type: none"> • Series of Workshops • Live Webinar • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers

	<ul style="list-style-type: none"> • Related Service Personnel • Parents
Grade Levels	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Students with IEPs are required to present a portion of their transition portfolio during their annual IEP meetings.
Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey • Review of written reports summarizing instructional activity • Portfolio • Transition sections of students' IEPs.

Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, and 16. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Action Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Affirmed by David Gurwin on 11/21/2012

School Board President

Affirmed by John Hoover on 11/20/2012

Chief School Administrator